MODULE

TEACHING OF ENGLISH CLASS VI-VIII

C.T

FOR

MASTER TRAINERS/TEACHERS

(IN-SERVICE TRAINING PROGRAMME)

DIRECTORATE OF CURRUCULUM &
TEACHER EDUCATION
NWFP ABBOTTABAD
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Patron in Chief	Umar Farooq Director
Guided and facilitated by	Miss. Shamim Sarfraz Dy.Director (Teacher Training & Curricula)
Compilation	Miss. Shamim Sarfraz Dy. Director (Teacher Training & Curricula)
Written by	Muhammad Fiaz SS (English) GHSS T.T Ship Haripur.
Reviewed By	Muhammad Nawaz S.S (English) G.H.S.S Bagnotar Abbottabad.
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FOREWORD

Directorate of Curriculum & Teacher Education, NWFP, Abbottabad is launching a comprehensive programme of in-service through out the province for all subjects/categories for the classes 6th to 12th under the title "Teacher Training Programme" scheme Improvement of Learning Environment For Quality Improvement for the year 2002-2004 as per policy of the Govt of NWFP, School & Literacy Department, Peshawar. The prime focus of this manual is training delivery effectively. There are two approaches to teacher's professional development, the carporate approach and the individual one, but in this guide book attempts are made to link the both practically.

To make the INSET Programme more effective and successful a "Survey Study" has been conducted to collect the feed back, needs of the learners, requirements of the teaching staff and desires of the concerned managers through, interview/questionnaires, survey form and classroom observation forms. Sample for the study was selected a few middle and secondary/Higher Secondary schools (Girls boys urban & rural).

The study was conducted by the Deputy Director (Training) and Subject Specialists of this Directorate.

In the light of above information & facts training strategy and instructional material has been developed to improve the learning environment for quality improvement through the innovative methodology and pedagogical techniques.

Instructional material consists on training manual for lead trainers & field trainers for delivery of training effectively and modules for each subject (VI - XII/Science/Arts) to facilitate the field Trainers as well as trainees of all categories (SS, SET (Science/Arts), CT, AT, TT).

The training manual comprises two parts, one for Subject Specialists training imparted by PITE and the other one for SET/CT/AT/TT training imparted by RITEs NWFP.

Umar Farooq
Director
Curriculum & Teacher Education
NWFP, Abbottabad

INTRODUCTION.

The demands of any society change with the passage of time. There is always a need of improvement in the existing situations. The present government has introduced reforms in the education sector; one of these is " Improvement in the quality education". It has planned to impart in-service teachers training to all the serving teachers of government institutes. For achieving this objective, Ten RITE, have to impart the trainings.

To make In-service teachers training successful and effective, module has been developed for every subject. The purpose of this module is to provide guidelines to trainers and teachers. This will help them to achieve the basic aim of this training.

The contents of English module have been taken from the hard areas of research findings. This study was conducted by D.C.T.E NWFP Abbottabad.

These contents are: -

1. Teaching of Poetry
   (Sow Sow Sow)
2. Teaching of Prose
   (A Visit to Nathiagali)
3. Teaching Grammar.
   (Present Indefinite Tense)
4. Teaching Prepositions.
5. Teaching of Sentence Structure
   (Statement)
6. Teaching Writing Story.

All the above contents/concepts are the hard areas for many teachers. For teaching These concepts an eclectic approach has been applied. The approach is for active learning. The passivity of the students has been removed. They have been involved in learning process from the very beginning; sometime they are involved in the learning process through their personal experiences or through open discussion or writing the topic on the blackboard for the oral discussion.

All the lesson plans of the contents are developed on active learning approach. All designed activities are in logical sequence. The instructional material for these activities is taken from easily available resources i.e. localization.

These activities are conducted by the students under the supervision of teachers. The work of teachers has been minimized. His role is just of a facilitator and guide.

There is always need of improvement and innovations in teaching techniques. All the planned activities are not final; so any improvement on the part of trainers and teachers is welcomed.

OBJECTIVES.

After studying this module thoroughly, you will be able to:

1. Guide the trainers for imparting effective training.
2. Facilitate the teachers for effective teaching and meaningful learning.
3. Create active learning environment
4. Use localization in teaching.
5. Plan effective lessons of teaching.
6.
7.

6. Improve your teaching capabilities.

7. To know and apply the techniques for enabling learners:

   (i) To understand spoken English

   (ii) To read with comprehension

   (iii) To speak English

   (iv) To write English

Teaching Prepositions.

Specific Objectives: -

At the end of the lesson, students will be able to:

1. Use the Prepositions in the different contexts.
2. Use the prepositions like in, on, under, beside, by, in front of, behind, opposite, to indicate place.

Martial required: -

1. Chart with different diagrams,
2. Blackboard,
3. Chalks, and
4. Duster.

Methodology:-

Activity 1

1. Demonstrate the use of prepositions ' in front of' and 'behind' 'before the class by saying sentences. (I am standing in front of you)
   (Blackboard is behind me.)
2. Practice the use of these with the help of students. e.g.

   Aslam is sitting in front of Arshid.
   Arshid is sitting behind Aslam.

3. Elicit the difference between 'in front of' and 'behind' with help of students from this use. E.g.
   Aslam is sitting behind me
   I am sitting in front of Aslam
4. Summarise the use of 'in front of '& 'behind'.

Activity 2.

1. Demonstrate the use of beside, by, near, opposite through demonstration and write the sentences on the blackboard.
2. Ask the students to practice the use of these prepositions.
3. Invite the students 'leaders to present the use of these prepositions.
4. Summaries the use if said preposition.

Activity 3

1. Demonstrate the use of 'in' 'on' 'under' before the students with different activities e.g. putting the book on the table, in the drawer, under the table.
2. Invite the students to work in-groups for the use of these prepositions.
3. Invite group leader to tell the use of prepositions with different activities.
4. Summarise the use of these prepositions.

ACTIVITY.4

1. Paste the chart of diagram
2. Ask the students to discuss in pairs the use of preposition for this diagram.
3. Invite students to present their work showing the specific use of preposition e.g. near, against etc
4. Summarise the use of these prepositions with reference to place.

Self-Assessment.

Fill in the blanks in the given flash card.

1. I am standing __________ Akram
2. Akram is sitting _____________ me
3. The book is ________________ the table.
4. 'By' means more near than _______________________
5. Against means _______________ to some body.

CONTENT: SENTENCE STRUCTURE.

Structure of Sentence.

Every sentence has a complete thought in itself. When we consider the structure of sentence, we may come across different types of sentences.

The major types of sentences are: -

1. Statements
2. Questions
3. Commands
4. Exclamation.

1. In statements the structure of sentence usually is: -

Subject + Verb = S + V or S.V.O = subject+ Verb+ Object.

For example

I saw a lion

He has seen a lion

He smokes

2. In questions (Interrogative) normally the structure of the sentence is.

Auxiliary or modal + S + Verb
Operator
Or Operator/auxiliary Verb + Subject + Verb + Object e.g.

Did I See a lion?
Has he seen a lion?
Does he smoke?

Similarly questions with (wh-word) we have the structure like

Wh-Word + OP + S + V (OP= Operator/auxiliary verb)

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Similarly questions with (wh-word) we have the structure like

Wh-Word + OP + S + V (OP= Operator/auxiliary verb)

e.g. What do you believe?

What is he doing?

When there is no inversion when wh-Word is a subject, then structure of the sentence is.

Wh-Word + V

e.g. who was knocking at the door?

What has happened?

3. In commands (Imperative), the sentence structure normally is without subject if it does not need to emphases or to avoid ambiguity e.g.

Stop!

Wait a minute!

You look!

4. In expressing exclamation, the structure of the sentence is.

What (+ adj) + Noun + subject + Verb
or
How + Adj/Adv + S + V

e.g. What a (strange) story he told us!

What a (pretty) girl she is!

How boldly he fought!

Negative Sentences

1. In negative statements, 'not' is placed after the operator. If there is no operator i the sentence then do, or does or did is used.

e.g He did not see a lion.

She has not visited Peshawar

They could not write a letter.

In negative questions, the structure of the sentence is:

(Wy-Word) + OP + n't + S + V

e.g Didn't he see a lion?

Hasn't he see one?

Why couldn't he write a letter?

In negative commands, the structure is like.

Don't look!

Do not look!

Nobody move!

QUESTIONS

In Yes/No questions, the structure of the sentence is.

Is Fiaz listening?
Does he ever listen?

In Tag-questions, there are different structures of the sentences. Their structure is: -

(i). Positive statement + Negative e.g. tag

He usually sings, doesn't he?

e.g. What do you believe?

What is he doing?

When there is no inversion when wh-Word is a subject, then structure of the sentence is.

Wh-Word + V

e.g. who was knocking at the door?

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(i). Positive statement + Negative e.g. tag

He usually sings, doesn't he?

(ii). Negative statement + Positive tag

He can, write, can he?

You are not listing, are you?

In wh-questions, the structure of the sentences is usually like.

Who is talking?

What is Jamil doing?

Why isn't he listening?

Concept: Sentence structure in type of 'statement' sentences.

Objectives.

At the end of the lesson, the student will be able to; -

1. Tell the structures of statements sentence.
2. Analyse the structure of any sentence.

Material Required.

1. Charts of written sentences
2. Blackboard
3. Chalks
4. Duster
5. Flash card.

Methodology

Activity I

1. Write the following sentences on the blackboard.
   I write a letter.
   She was an excellent actress.
   They came very late.
   He was walking slowly.

2. Ask the students to discuss with their fellow about the parts of speech used in the sentence working in pairs. Expected parts of speech are:-
   (I, she, they, he)................ Pronoun
   (write, was, came, walking).. Verbs.
   (a, an).......................... Articles
   (lake, slow).................... Adverb
   (Excellent)..................... Adjective.
   (letter, actress)................. Noun.
3. Invite a few members of to present their work to the class.

4. Facilitate their work.

Activity 2

1. Ask the following questions from the students about the written sentences.

   (i) Who writes a latter?

   (ii) Who came late?

   (iii) Who is walking slowly?

2. Write or underline the answer on the blackboard e.g.

   I write a letter.

   They came late.

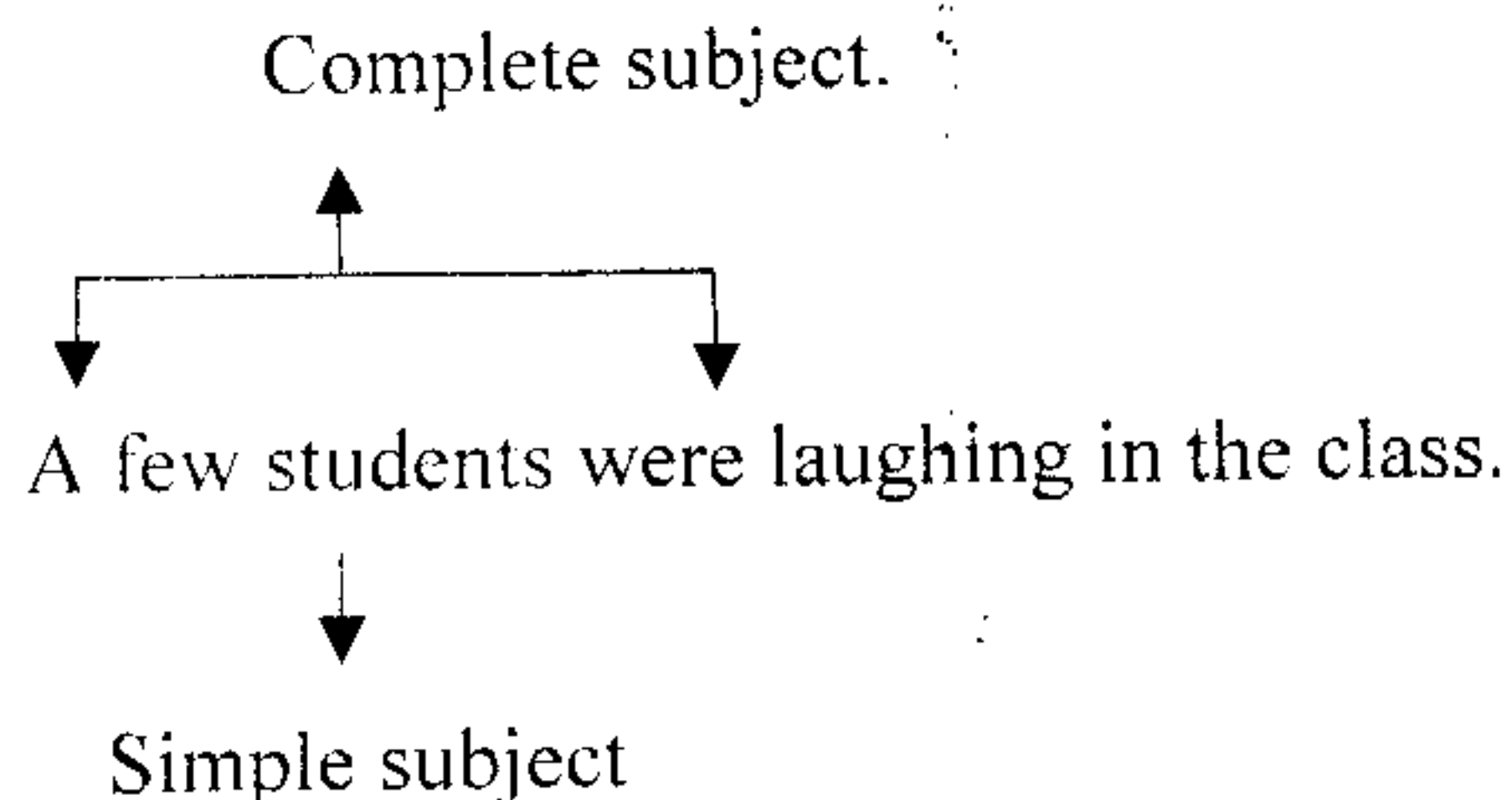
3. Now tell the students all these are 'subjects" in the sentences.

4. Elicit the definition of subject with the help of students.
   A noun, noun phrase or pronoun representing the person or thing that performs action of the verb or about which something is stated.

5. Again clear the concept of complete subject and simple subject with the help of following example.

   Complete subject.

   A few students were laughing in the class.

   Simple subject

Activity 3

1. Discuss the sentences written on the chart with students for the concept of ' Predicate'

   She sings a song

   He plays hockey

   They elected him president

2. Separate the subject from the above sentence; and tell the students the reaming parts of all sentences is 'Predicate'

   e.g. She → Subject   sings a song → Predicate

3. Ask the students to work in pairs and write at least five sentences with the same structure i.e.

   Subject + Predicate. i.e. S + V
   Or S + V + O

4. Write all the sentences on the blackboard.

Activity 4

---

1. Paste the chart of written sentences on the blackboard.

   I saw a flying kite.

   He told a lie

   He visited Peshawar last year.

   He does not smoke

   Pakistan will not play a match.

2. Divide the students into groups.
3. Ask them to separate the part of sentence.
4. Elicit from the students the form of sentence i.e. statement.
5. explain 'statement' and its structure.

Self-Assessment.

Ask student to work in pairs and write at least five sentence of 'Statement'

Content: Teaching Prose

Concept: A Visit to Nathiagali

Time: **1 Hour.**

Objectives.

At the end of the lesson students will be able to:-

1. Read the passage with required pronunciation and good intonation.
2. Tell about Nathiagali.
3. Comprehend and summaries the lesson.
4. Tell about the structure of Past Indefinite Tense and some parts of speech used in this passage.

Material Required.

1. Picture of Nathiaglai
2. Textbook
3. Flash Cards
4. Blackboard
5. Duster
6. Chalks.

Methodology.

Activity 1

1. Ask the students to think about a place they have visited for two minutes.

2. Invite a few students to tell about their visits.

3. Announce your lesson and write it on the blackboard.

4. Tell some detail about " Nathiagali ". e.g.

   Nathiagali is a cold place. It lies on the top of high hills. The height of these hills is 2462 meters. Amjad and his friends went to Nathiagali last summer. They went to Nathiagali via Abbottabad. It is 34 KM from Abbottabad. On their way. They saw Dhamtour, Azizabad, Bagnotar and Barangali. They saw Kalabagh on their way, which is contonment.

5. Write all the key words on the blackboard. e.g.

   " Cold place, top of hills, 2462 Meters, Visit to the Gallyiat, Abbottabad from Peshawar, Amjad and his friends, Abbottabad 1231 meter high, Dhamtour, Azizabad, Bagnoter, Barangali."

6. Read the passage with correct pronunciation and good intonation.

   Nathiagali is a cold place..

   ....Kalabagh is a cantonment.

7. Invite two or three students to read the passage.

8. Write all the mispronounced words on the blackboard. Pronounce these with their correct pronunciation.

9. Ask the students to highlight the difficult words and ask meanings of these words from each other. Encourage them to guess the meaning of difficult words.

10. Explain the meaning of difficult words on the blackboard through different techniques.

Cold....................Cool, Icy, Freezing,

Top.....................High

Hills.................... Mountains, Mount, Hillside

Went.................. Go

Uphill journey......... Difficult journey laborious journey

Up and up.............. High and High

Curve.................. Bend, turn, and curl

11. Translate into Urdu with the help of students. Don't translate himself. Just throw the sentence towards students and make its translation.

12. Play the role of facilitate and guide.

Activity 2

1. Divided the students into suitable groups.

2. Ask the students to highlight/underline the verbs and write their second and third form.

Present	Past	Past Participle
Is	was	been
Stand	stood	stood
See	saw	seen
Go	went	gone
Pass	passed	passed
Start	started	started

3. Invite a few members of the groups to tell verbs and their form.

4 Supervise and help the students.

Activity 3

1. Ask the students to point out the sentences of Past Indefinite Tense.

2. Ask them to write their negative sentences. These may be.

   Amjad and his friends went to Nathiagali.

   They went to Abbottabad from Peshawar.

   They passed a night at Abbottabad.

   Negative sentences of above sentences are:
   Amjad and his friends did not go to Nathiagali.

   They did not go to Abbottabad from Peshawar

   They did not pass a night at Abbottabad

3. Invite some students to tell their negatives.

4. Help and summaries.

Activity 4.

1. Ask the students to highlight adjectives present in the passage while working in pairs.
2. Direct them to write their comparative and superlative degrees.

   e.g.
   Cold......... Colder.......... Coldest
   High......... Higher......... Highest
3. Invite a few group leaders to read the adjectives and their degrees. Write these on the blackboard.

Activity 5

Distribute the flash cards of written questions among the different groups.

Ask them to write the answer of the written questions.

1. Why is Nathiagali cold?
   Expected answer is: (Nathiagali is cold because it stands
   on the top of high hills)

2. What is the distance between Abbottabad and Nathiagali?
   Expected answer: The distance between Abbottabad and Nathiagali is 34 KM
3. Why is Kalabagh famous?

   Answer: Kalabagh is famous because it is cantonment.

4. Who visited Nathiagali?

   Answer: Amjad his friends visited Nathiaglai.

Self-Assessment.

1. Why is Nathiagali famous?

2. What is the antonym of 'cold'?

3. Translate into Urdu.

   Amjad and his friend went to Nathiaglai last summer.

4. Name the famous places situated between Abbottabad and Nathiagali.

Content: Teaching Poetry.

Concept: "Sow, Sow, Sow"

Level: C.T

Objectives.

At the end of the lesson students will be able to;-

1. Read the poem with required pronunciation and good intonation.
2. Comprehend the central idea of the poem.
3. Make the rhyming words for
   Way, down, fast, bear.
4. Sing the poem.

Material Required.

1. Picture of a farmer sowing in the field
2. A written chart of poem
3. Chart of rhyming word
4. Colour pencils
5. Blackboard
6. Chalks
7. Duster

METHODOLOGY

Activity 1

Paste Chart No. 1

1. Divide the student into suitable groups.
2. Ask the students to think about " How are seed sown in the farm" for two minutes and discuss with other members of the groups.
3. Ask a few group leaders to explain the procedure of sowing in front of class.
4. Tell the students the topic of today lesson and write it on the blackboard.
   " Sow Sow Sow "
5. Narrate the summary of the poem to the class; and write all the key words on the blackboard. e.g.
   Go, up and down, fast crops.

Activity 2.

Paste Chart No. 2

1. Read the poem with correct pronunciation and good intonation from the chart. Instruct the students to listen carefully.
2. Now ask the student to open their books
3. Recite the poem again and make two or three students read.
4. Ask the students to highlight the difficult words and discuss their meanings with others working in pairs. Encourage them to guess the meanings.
5. Invite a few groups' leaders to present difficult words and their meanings in the class.
6. Explain the difficult words on the blackboard with help of students through different techniques i.e. antonyms, synonyms, or the meaning in mother tongue.
   Sow------------- Seed, grow, imbed
   Fast------------- quick, rapid, speedy
   Grain----------- seed cereal
   Throw----------
   Bear------------- carry, suffer, produce
   Share------------ portion, percent, quota
   Care------------- attention, mind.
7. Translate the lines into Urdu with the help of students.
8. Ask the students to tell the main idea of the poem and their feeling for the poem.
9. Facilitate and help the students if needed.

Activity 3.

1. Write the following words on the blackboard.
   Down, Way, Bear, Fast, Slow,
2. Divide the students into pairs.
3. Ask them to write the rhyming words for these. e.g.

Way.........May, gay, ray, bay,..........
Bear.........Mere, care, fare, fair, and player.........
Fast.........Cast, Mast.........
Slow........ Blow, blow..........
Down....... Gown. Brown,.......

4. Invite a few members of different groups tell the rhyming words for each words.
5. Write the rhyming words on the blackboard.
6. Invite others who have rhyming words not written on the blackboard.

Activity.4

1. Distribute the flash cards among the groups of the students.
2. Ask them to write the answer of the questions written on the flash cards from the poem. These questions are:-
   1. How does a farmer throw the grains?
   2. What does he expect to get after?
   3. Why should he throw the grains carefully?
3. Invited the students to tell the answer of the questions.
4. Write the answer on the blackboard.

Activity 5

1. Ask the student to highlight the verbs and write their noun.

e.g.	Verb	Noun
	Go	gait, going
	Know	knowledge
	Bear	birth
	Love	love

2. Write the verbs and their nouns on the blackboard with the help of students.

Activity 6

1. Ask the students to make practice of singing poem in groups.
2. Invite a few students to sing the poem.
3. Help and facilitate their work

Note:-

Keeping the shortage of time, divide the class into groups. Assign them separate task to each group. Different groups leaders should be invited to present their work in the class.

Content: Teaching of Tenses.

Concept: Present Indefinite Tense.

Objectives.

At the end of the lesson students will be able to;-

1. Tell the structure of Present Simple Tense.

2. Explain the different uses of Present Simple Tense i.e. for habitual actions, universal truth, used in newspapers headlines and expresses planned future action.

Material Required.

1. Newspaper
2. Chart of written sentences
3. Blackboard
4. Chalk
5. Flash cards.

Content.

It remains a problem for the teachers to teach tenses effectively. A student starts learning tenses from class three but he can't construct a single sentence from himself even at the level of class ten.

So it is very important to teach the uses of tenses. Here " Present Simple Tense" is taken. The structure of sentence for this Tense is;-

Subject + Verb (Present form) + O

If the subject is He, She, It or third person singular noun, then the structure is;-

Subject + Verb (Third person singular form) + O

For the negative sentence ' do not' or ' does not' is put before the verb.

The common uses for the Present Simple Tense are:-

1. It express a repeated action which indicates present, past and future, e.g.

   He deals in cloth

   How does he earn his living?

2. It is used to indicate habitual action

   e.g. we do not smoke.

   He gets up late.

3. It is used to express universal truth

   e.g. The Sun sets in the West.

   Two and two make four.

4. It is used in Newspapers headlines

   e.g. P.M arrives in Karachi

   PEACE TALK FAIL

5. It is used in conditional sentences of type-I

   e.g. If it rains, Ill not go out

Methodology.

Activity 1

1. Tell the student about your daily routine and write the key words on the one side of the blackboard. e.g.

   Get up early in the morning, go to mosque, offer Fajr Prayer, recite the Holy Quran come back home, have breakfast, go to school etc.

2. Divide the students into pairs and direct them to tell their daily routine to other fellow with the help of key words written on the blackboard.

3. Then ask a few students to come in front of class and tell his/her daily routine.

4. Write some sentences on the blackboard.

   I get up early in the morning.

   I go to mosque.

   Then I offer my Fajr Prayer

   I come back home.

   I have breakfast at 7:30

5. Elicit the sentence structure of these sentences i.e

   Subject + Verb (1st form) + O

Activity 2

1. Ask a student to come in front of class.
2. Describe his daily routine to the class e.g.

He gets up early in the morning
He comes to school in time.
He works hard.
He helps the poor.

3. Elicit the structure of sentences

   i.e. Subject + Verb (3rd Person singular form) + Object

4. Explain the same structure of the sentence for 'he' 'she' 'it' and 'Aslam'
5. Summaries this activity

Activity 3

1. Paste the chart of negative written sentences on the blackboard.

   i) I do not get up early in the morning.
   ii) We do not go to school on foot.
   iii) They do not help the poor
   iv) We do not work hard
   v) It does not rain
   vi) She does not sing a song
   vii) He does not smoke
   viii) Salma does not speak loudly.

2. Elicit the use of 'do not ' and 'does not' in the sentences.
3. Again write some sentences on the blackboard e.g.

   Do you get up early in the morning?
   Does he work hard?
   Do they play hockey?

4. Elicit the sentence structure of sentences i.e.
   Do/Does + Subject + Verb (1st form) + Object.

5. Summarize this activity.

Activity 4

1. Past a chart of Universal Truths and newspaper headlines e.g.

   The earth revolves around the sun.
   The sun sets in the west.
   Two and two make four
   The moon revolves around the earth.

   Peace talk fails
   P.M arrives in Capital.
   (The newspaper headlines be in printed form or cutting from newspaper)

2. Discuss the structure of sentences with students.
3. Elicit the two different uses of this tense.
4. Ask the students to work in pairs and write least five Universal truths; and prepar some headlines for the newspaper supervise and help the students if needed.
5. Supervise and help the students if needed.
6. Invite a few students to read their sentence and instruct other to cross the sentence once pronounced to avoid repetition.
7. Summarize this activity.

Self-Assessment.

1. Distribute flash cards among the pair of students. These cards have the following sentence. Ask them to complete the sentence given in the passage.

   1. He (write/writes) a letter.
   2. I (go/goes) to bazzar.
   3. Two and two (make/makes) four.
   4. The sun (set/sets) in the west
   5. Present indefinite tense is use for (Present habits/past habits)
   6. (Do/Does) you travel by bus.

2. Ask the students to readout the complete sentence.

Home Assignment

Ask the students to write at least ten sentences of present Indefinite Tense at home.

Content: Teaching of writing story.

Concept: A Camel and a Jackal

Specific Objective.

After this lesson students will be able to:-

1. Write a story with moral.
2. Explained the outlines for writing a story.

Material Required.

Pictures of a Camel and a Jackal according to the story

Chart with written story

A flash cards with written sentences about the story.

Content.

Basically story is the form of literature. It has some characters. For logical sequence. It has a definite beginning, middle and a definite end story os only interesting for the pupils if it has got suspense.

Story. " A Camel and Jackal "

Once upon a time a camel and jackal were fast friends. The Jackal was very cunning. One day he said to the camel " there is a field of melons across the river " Let us enjoy a good meal the camel agreed and carried the Jackal on his across the river.

Soon they reached the field and began to eat melon. When the Jackal had his fill, he began to howl. The camel cried " What are you doing my friend"? The farmer will come and give a sound beating.

The Jackal replied " I am so sorry but I can not help it. It is my habit to howl to howl after a hearty meal.

The farmer heard the Jackal and came to the spot. The Jackal saw the farmer and ran away. The farmer saw camel in the field and gave his a good beating. The camel was very angry with the Jackal.

On their return, the Jackal jumped on the back of the camel. When reached the middle of the river, the camel began to roll in the water. The Jackal said what are you doing my friend. You see the water is too deep doe me. I shall be drowned.

The camel replied " I cannot help it, it is my habit to roll in the water after a sound beating. The poor jackal fell down in the river and was drowned.

Moral

As you sow, so shall you reap.

Methodology.

Activity 1

1. Paste the picture of 'a camel 'and 'a Jackal' on the blackboard.
2. Ask the student think about any story of a camel and a jackal for five minutes while working in pair.
3. Invite a few students to narrate the story they have. Encourage them to speak in English but use of mother tongue may be allowed.
4. Then tell the students the topic i.e. story of a camel and a jackal.
5. Narrate the story to the class, and write the key words on the blackboard e.g. fast friend, cunning, a field of melon, former come ....etc.
6. Divide the students into different groups.
7. Ask them to write a story with the help of key points.
8. Invite a few group leaders to tell the sentences of the story.
9. Write all sentences of the story on the blackboard.
10. Arrange all the sentences in logical order with the help of students.
11. Ask the students to take down the story in their notebook.

Activity 2.

1. Divide the students into pairs.
2. Ask the them to change the characters of the story and write/complete the story with the moral.
3. Supervise and help if needed.

Activity/Home Assignment

Ask the students to narrate the story with changed character in front of the class next day.